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at all to the mind's eye. Greek and Latin, on the other hand, go straight to the point: οὐκ οἶδα διὰ τί ἀπεστιν, "nescio quare absit".

As a general rule, the more abstract nouns, the more darkness and doubt: the more verbs, the more light there is. I do not say that English cannot go to the point: it can, but it does not. Which, then, is the dead language?

Greek is not only a living language: it is noble. There is no vulgarity in classical Greek and no affectation: in its good days it had no dialect for the vile and base to smirch our ears with, no preciousness, nothing without sense; and every hint or phase of meaning, however faint and delicate, can be expressed in it. What we put in a tone, a shrug, a gesture, the Greek can put into words. Latin, again, is the language of reason. Greek can reason as well, indeed, or better; but it is more easy and natural as a rule. Latin is usually strict, logical, periodic. Thus these languages help to cure that slovenliness of thought which is a mark of the modern world. This world of machines which bows down to the Dagon of Science, falsely so called, never had an equal for fallacies: there never was a world, except perhaps Rome in the fourth century and Byzantium in its last age, that cared less for truth in speech and in thought.

And the languages learnt, we can get close to our Homer, Aeschylus, Sophocles, Plato, Vergil, Caesar: see their thoughts as they sprang and grew, catch their allusions in a flash, hear the sweet and noble sounds which they uttered, feel at one with them in the movements of their minds. We catch their enthusiasm and their love of truth, their insatiable curiosity, their spirit of reason—the Greek spirit. We get free from our modern predispositions and see things as they are: away goes the clammy sentimentality of the modern world, its pharisaism, its cowardice: we see facts before we know it, and we have to face them—a most wholesome and exhilarating discipline, like a cold shower-bath on a winter's morning.

A grown man, a trained mind, can learn Greek in three months; if he has known it before, in less. And what a world that will open to him!

After this, I say no more. I could find something to add on the use of Latin or Greek for professional men. How a botanist can do without passes my comprehension: and as for modern languages, do but learn Latin, and it is easy to read Italian, French, Spanish, or Portuguese. But these are mere accidents: I am concerned with the right use of leisure. With these literatures to help us, we can forget machines for a while; we can even forgive those who invented them.

W. H. D. ROUSE.

THE PRESERVATION OF THE FRENCH LANGUAGE IN CANADA¹

The Congress held in June last in Quebec for the preservation of the French language was chiefly interested in devising active measures against what is called by French Canadians 'the crisis' of French in Canada. It is significant to note that, in the opinion of the Congress, the best preventive for the decay of French is the study of Latin. One of the most important papers of the Congress was a study by M. Gustave Zidler, a poet and an Associate Professor in the University, on The Teaching of French by Means of Latin. This brief study, which is to be published simultaneously in Quebec and in Paris, does not deal with vague literary arguments. It insists upon the practical side of Latin as a means to an exact knowledge of French. It shows by illustrations both witty and convincing that the French vocabulary is not only primarily derived from the Latin, but that, contrary to some popular notions, it continually renews itself at the spring. All the newly-created words are of Latin origin; further, the new words come directly from the Latin root, and not from already existing related words in French. Latin is, moreover, the connecting thread which binds the French vocabulary together; the Latin root is "like a rallying-point for many words of common origin. Without this rallying-point, the words would drift apart, and, losing all marks of relationship, come to have widely different meanings, finally losing all trace of their real significance". A French word which has lost its Latin 'backing' is uprooted; it no longer offers a guarantee of exactness; this is seen every day in anything written by illiterate persons; it is easy to understand that in a bilingual country like Canada this consideration has added weight. It is in that country more than elsewhere necessary to speak French 'consciously'.

Moreover, the Committee on Organization of the Congress has taken pains to define its position clearly, and to give reasons for its action. It has adopted, and the Congress will undoubtedly do likewise, a "declaration regarding the utility of Latin", whose statements are a striking summary of all that can be said on this matter. It is a document which will form an interesting conclusion to the present report. It runs as follows:

¹ We owe to the kindness of Professor Caroline Sheldon, of Grinnell College, Iowa, this part of a report of the Congress held in Quebec, in June, 1912, to devise means for the preservation of the French language in Canada. The full report, written by M. A. Albert Petit, may be found in the *Journal des Débats*, June 28, 1912. The report is of value to classical students, who ought to insist, at every opportunity, that there should be an offensive and defensive alliance between lovers of French and lovers of Latin. What teaching of French, especially in more advanced work, is possible if the students of French know little or no Latin? Further, much of what is here said of the value of Latin in relation to French is, *mutatis mutandis*, applicable to the value of Latin in relation to English. C. K.

I Considering, in general,

(1) That French, derived from the popular Latin, has not ceased to receive, from the eighteenth century to the present time, considerable additions from the Latin, in the form of technical and scientific terms;

(2) That the finest specimens of French literature can be studied and *understood* only in the light of the Latin;

(3) That in Canada especially, Latin, constantly taught in the Colleges, remains the principal instrument of defense and preservation of French against the danger of Anglicization;

II Considering, in particular,

(1) That the knowledge of Latin is indispensable for a complete understanding of the major part of our vocabulary; that it accustoms us to speaking and writing with conscious care, with exactness, propriety, and precision in the choice of terms; that, by continual reference to the concrete etymological significance of words, it fortifies us against the danger of vague and colorless abstraction;

(2) That our syntax, our very manner of thinking, can be well explained only by comparison with the Latin, in the resemblances as well as in the differences between the two languages; that the thoughtful reading of the period, teaching us to classify and connect our ideas, serves to combat the present tendency to broken and incoherent expression;

(3) That the *theme* seems the most complete explanation of the French, since it forces us to seek under the words only the thought for purposes of translation;

(4) Finally, that translation from Latin to French will always remain an incomparable training in logic no less than in the art of style and literary phrasing,

the Congress wishes to affirm that all the Colleges in America should maintain, and if need be strengthen their Latin courses, without losing sight of the fact that such studies, by a continual comparison of the two languages, must aid in the preservation and the perfect possession of the French language.

On November 7 last, the eightieth birthday of Dr. Andrew Dickson White, Ex-President of Cornell University, many of the Alumni of that University sent him letters of congratulation. Professor John C. Rolfe's letter contains the following verses:

Andrae Dickson White, Annis Feliciter Peractis
LXXX

Fortunate senex! qui, iam tot lustra recensens,
maxima facta vides invidiaeque nihil.

Alma pie clarum Mater colit usque magistrum;
muneribus functis patria grata manet.

Praecellens studiis et magnum nomen adeptus,
donis munificens illa iuvare soles.

Cunctis te terris numerare licebit amicos;
te celebrant omnes, undique manat amor.

Grati discipuli, memores huiusce diei,
orant natali prospera signa tuo.

Complures videas annos vigeasque per omnes;
unanimi Domino nos pia vota damus.

NEW YORK STATE CLASSICAL TEACHERS' ASSOCIATION

The New York State Classical Teachers' Association met at the Central High School, Syracuse,

December 27. The chairman of the executive committee, Professor Kellogg of Union, presided. In the morning a Round Table was held to discuss Method in First Year Latin: the leaders were Professor Kellogg, Professor Curtis of the Cortland Normal School, and Miss Fuller of the Cortland High School. Professor Yeames of Hobart College read a paper on The Tragedy of Dido. In the afternoon Mr. F. A. Gallup, Albany High School, delivered a lecture on The Latin Teacher in Italy, illustrated by his own views. This was followed by a paper by Professor J. I. Bennett of Union, Shall We Let High School Greek Die?, discussed by Professor Fitch of Hamilton, Professor Kellogg, Principal Russell of Owego, and Mr. Mason D. Gray, East High School, Rochester. The officers elected for 1913 are: President, Professor P. O. Place, Syracuse University; First Vice-President, Professor G. D. Kellogg, Union College; Second Vice-President, Miss Clara Blanche Knapp, Central High School, Syracuse; Secretary-Treasurer, Miss M. A. Fuller, Cortland High School. The officers were also appointed as a committee to consider the relation of this Association to The Classical Association of the Atlantic States and to other bodies.

HOBART COLLEGE, Geneva.

H. H. YEAMES.

THE CLASSICAL ASSOCIATION OF THE PACIFIC NORTHWEST

The third annual meeting of The Classical Association of the Pacific Northwest was held at Reed College, Portland, Oregon, November 29-30, with the following programme: A Note on the Tribune of Ti. Gracchus, Evan T. Sage, University of Washington, Seattle; What our Department can do for Good Taste in the Community, Mrs. Jessie N. Priest, High School, Bellingham, Washington; A Classification of Comic Effects, Illustrated by the Plays of Plautus, Frank F. Potter, Washington State College, Pullman; Report of the Year's American Excavations in Crete, Miss Eleanor Rowland, Reed College; Outline of a Proposed Course of Study in Latin for the Seattle Schools, Andrew Oliver, Broadway High School, Seattle; The Roman Attitude towards Art, David Thomson, University of Washington; Glimpses of Roman Law in Juvenal, A. E. Evans, Washington College; Post-Position of Prepositions in Homer, A. S. Haggett, University of Washington; Shall it be 58 B.C. or 1912 A.D.? Miss Harriet Louise Brunquist, High School, Hood River; The Glory that was Greece, Frank C. Taylor, Pacific University, Forest Grove. The President's Address, by Professor F. S. Dunn, University of Oregon, dealt with Portraits of Roman Emperors in Historical Novels.

To make itself more useful to teachers the Association provided for the collection of bibliographical material on all subjects connected with the teaching of the Classics; this as fast as gathered will be at the disposal of members on application to the Secretary. In attendance and enthusiasm this meeting was by far the best the Association has held.

Seattle, Washington.

EVAN T. SAGE, Secretary.